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ABSTRACT

This special issue of the newsletter "Council Connections" reports on the First North American Leadership Academy. The Academy's theme was "Strengthening the Operation of Reading Recovery" and its purpose was to develop opportunities for strengthening Reading Recovery in individual schools, sites, school districts and state and provinces throughout North America. The Academy focused on implementation planning (and re-planning), research, funding, and advocacy in Reading Recovery. The special issue begins with a summary of remarks of the keynote speaker (Marie Clay) and then summarizes presentations made in 7 separate conference sessions: (1) "Planning for the Effective Implementation of Reading Recovery and Descubriendo la Lectura"; (2) "Data Collection, Reporting, Monitoring, and Follow-up for Reading Recovery and Descubriendo la Lectura; (3) "Issues of Efficiency, Effectiveness, and Cost Benefits in Reading Recovery and Descubriendo la Lectura"; (4) "Building Ownership for Reading Recovery and Descubriendo la Lectura"; (5) "Grant Writing Workshop"; (6) "Examining the Legislative Process at Federal, State, and Local Levels; and (7) "Government Funding Sources." (RS)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

READING RECOVERY® COUNCIL OF NORTH AMERICA

Council Connections

Fall 1997
Volume 3 • No. 2

A Newsletter of the Reading Recovery Council of North America

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The Council Connections newsletter is published three times a year by the Reading Recovery Council of North America.

Special Focus:

North American Leadership Academy

Marie Clay Keynotes the Academy

Marie Clay, Researcher and Educator

Marie Clay, researcher and educator, was the keynote speaker for the First North American Leadership Academy. She was present for the entire Academy and addressed the Academy on three separate occasions. The following paragraphs summarize her remarks.

The Essentials of Sound Implementation

Clay's Academy opening presentation focused on the essentials of sound implementation. She identified three stages of implementation: 1) Planning for and starting an intervention; 2) Start-up of two to three years with expectations for success; and 3) Evaluating an ongoing intervention with focus on the success of the children and on the cost effective and efficient delivery of the program.

Clay emphasized that Reading Recovery is unusual in that it asks "What is possible?" rather than setting artificial limitations. Its aim is to eliminate literacy difficulties for the lowest achievers in any school without excluding anyone in ordinary classrooms. The expectation is that Reading Recovery will bring children to the average performance for their class in a short period of time.

Understanding Reading Recovery's rationales for practice is essential for effective implementation. Achieving effective implementation is now the vital issue for Reading Recovery. Effective implementation includes the effective teaching ***continued on next page***

President's Message

Joetta M. Beaver

This issue of *Council Connections* is dedicated to a report of the First North American Leadership Academy held in San Diego, California, from July 30 through August 2, 1997. The Academy's theme was "Strengthening the Operation of Reading Recovery." The purpose was to develop opportunities for strengthening Reading Recovery in individual schools, sites, school districts and state and provinces throughout North America. The Academy focused on implementation planning (and re-planning), research, funding, and advocacy in Reading Recovery.

Four hundred individuals from thirty-seven states, two Canadian provinces, and New Zealand gathered to dialogue and collaborate with others, celebrate what has been done, and strengthen the operation of Reading Recovery. Participants in the first North American Leadership Academy included principals, district administrators, ***continued on page 17***

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of children, the effective training of teacher leaders and teachers, and the administrative decisions which make it work effectively. System-wide implementation is powerful in insuring that the desired results will be achieved and the progress maintained.

As systems implement Reading Recovery, they must recognize that implementing a change is a journey, just as the series of lessons for each child is a journey. Reading Recovery is a systematic intervention designed to change a school, a district, a state system, not by increasing the average scores, but by reducing the number of children with severe reading problems.

In the implementation process, problems are our friends - they help us define areas for improvement. Problem solving starts with the school's policy for serving its children, with its reasons for opting into Reading Recovery. Problems can be resolved through team work, through sharing of success stories and problem solving the learning difficulties of children who have not yet met with success. Problems can be solved through a clear development plan for Reading Recovery and documentation of progress toward achieving that plan.

As systems implement Reading Recovery, they must recognize that implementing a change is a journey, just as the series of lessons for each child is a journey.

Marie Clay

At the district level, problem solving is intended to increase effectiveness. It focuses on making teacher leaders available to support Reading Recovery teachers and to train new teachers. It involves supporting individual schools to sustain their efforts. It involves demonstrating what is working, addressing what is not working and documenting change through data and education. Problems can be solved by studying the data from the program – the discontinuing rates, the referral rates, the number of children served, the time available to teach - and then acting to achieve better results.

At the state/province or national level, implementation is aimed toward eliminating literacy difficulties. Reading Recovery bolsters classroom literacy with early intervention for those children who need assistance. It insures against most literacy failures at the beginning point of a child's formal education. Effective implementation requires the system entity to take responsibility for communicating what can be done with Reading Recovery, to use networks to prepare agreed statements of purpose, and to report the data which demonstrates the effectiveness of Reading Recovery and the problems yet to be solved.

Future Research in Reading Recovery

In beginning her remarks regarding research in Reading Recovery, Clay returned to the research origins of Reading Recovery in life span developmental psychology. She recounted the imbalance of the cost of research to develop Reading Recovery and the cost of critiques of Reading Recovery – a one-to-ten imbalance in her estimation. She also urged Reading Recovery advocates and all researchers to recognize that reviews of materials for articles generally go back no more than twenty years, so in the near future the early research base and rationale for Reading Recovery is likely to be lost.

Clay described Reading Recovery as evolving from a medical model of secondary prevention where treatment occurs very early after the onset of the problem. Reading Recovery seeks to eliminate reading difficulties early and works with relative criteria which allow it to adapt to different settings and different policy structures.

Clay reviewed recent research which endorses and challenges Reading Recovery. She identified strengths for Reading Recovery in each. She also identified three approaches to early literacy (including the option of continuing early literacy training programs like Title I, developing Reading Recovery type early interventions, and trying to avoid low achievement by teaching everyone better), and she reviewed evaluations of such programs from recent published articles.

Clay encouraged a discussion of data gathered at the local, state and national levels. She emphasized documentation, currency, annual confirmation, and analysis of performance and trends. Use of data from the National Data Evaluation Center will provide for timely and efficient data feedback.

Clay also discussed the value of research which directly addresses administrative decisions. Such research must account for the decisions which administrators have to make in implementing Reading Recovery. Decisions regarding coverage, daily teaching, teacher leader support for teachers, and similar implementation issues will influence the results in each site. Effectiveness studies which influence administrative decisions should not be conducted, she thought, until an implementation is about three years from start-up. Student outcomes more than three or four years after completing the program would be strongly influenced by other variables in home, family, and community and would be of questionable value.

In all cases, research questions should be designed to answer the questions stakeholders want answered. It also is essential that the researcher disclose any bias or involvement which has potential impact on the findings.

Clay identified several means for studying change with Reading Recovery children. One means is the systematic sequential observation of the child's performance using appropriate sequential observation tools. Another is replication of the results at various sites simultaneously and in comparison with historical data. A third is the inclusion of both qualitative and quantitative approaches

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in the same piece of research. And the fourth is use of within subjects designs. Each of these approaches can profitably be used for Reading Recovery research.

Finally, Clay recommended careful research and documentation of tentative changes within the program as a result of new understandings and theory. These include variants within existing lesson formats (for example, new understandings that teachers might have about phonemic awareness); variants from outside the program (adding imported "foreign segments" into the teaching of the lesson); serving English as a Second Language (ESL) children well; and expecting literacy learning (rather than merely preparing children for literacy). Areas where more research is needed probably include the neglect of writing and what impact that has had and changes beyond discontinuing.

Reflections on the Process and Final Remarks

Clay's closing remarks incorporated five points for consideration when weighing up a Reading Recovery implementation.

1. Administrators' responsibility is to strengthen the program by the effective use of teacher leaders: making sure the teacher leader is available to help Reading Recovery teachers with difficult children, to consult with but not mastermind new literacy programs, and to network with other teacher leaders and trainers for support and professional development.
2. In large urban school districts in low socioeconomic areas, not enough students have access to the program. System questions include: What will the school do? How can more resources be made available to help more children? What is the status of implementation – does it serve only 5% or does it reach closer to 20% of the children? How does the school calendar limit the time available to teach? Is the Reading Recovery teacher available to teach daily? Teacher questions include: How does the teacher use the school year? Is daily teaching the actual practice? What is the average number of lessons per week? Is there early consultation for problems? Does the label "hard to teach child" create expectation of "hard to teach?" Is the lesson focused with appropriate parts allotted to appropriate tasks?
3. There is a problem in trying to take Reading Recovery from tutoring into the classroom. Although the Observation Survey itself was designed for classroom use, the Reading Recovery tutoring lesson requires a greater depth of understanding to use the information from the observation tasks in a Reading Recovery lesson. Such application of tutoring lessons to the classroom is not appropriate. *Becoming Literate* has more to say about understanding the progress of classes of children.
4. The length of time teachers teach Reading Recovery in North America often varies from the original plan. In New Zealand teachers teach Reading Recovery for three to four years and then return to the classroom to avoid burnout. They come back to Reading Recovery as appropriate. This requires a constant training of teachers to keep the program fresh and at full implementation.
5. Public messages about Reading Recovery need to present an important reflection of the program's intent and performance.

- Reading Recovery is a solution to a particular problem.
- When talking about the children, stress that every child makes progress even if not all are discontinued. There are two positive outcomes: a diagnostic set of lessons that either demonstrated that a child needed longer term help from another source or that this child was able to work well with the average group in the class and was discontinued.
- Don't get self-satisfied: keep the sights high and make it easier for teachers and teacher leaders to get to work with more children.
- Reading Recovery works with any child from any program and returns that child to his classroom program, so observe your discontinuing children and ensure that they are ready for the classroom to which they are returning.
- "Only taking four children" at a time is an expression which misrepresents the program; in fact, if a teacher were working full time in Reading Recovery, this would introduce a minimum of sixteen children in to the program in one year.
- Eliminate the term "waiting list" because it takes away the expectation that the classroom teacher remains responsible for each child's learning.
- Don't accept literacy groups as an alternative to Reading Recovery. Reading Recovery cannot work as a group intervention; only an individual intervention can work with a particular child's strengths.
- Work to make Reading Recovery an "owned" part of the educational system included in the ordinary tax funding of the system
- Private funding can assist if we recognize that it is a time limited solution, serving in a transitional phase, for example, for expansion to all schools.

Finally, Clay reminded us that the "devil in the cupboard," the unknown factor, is how high we can take these children. Believe that they can learn, and make it happen!

Foundations Panel Provides Counsel to Attendees

Scott Himelstein, President of The William D. Lynch Foundation for Children, convened a panel of distinguished representatives of private foundations to address the Academy. The following article reports their comments.

Uri Treisman, Dana Foundation, addresses the Academy.

Uri Treisman, Professor and Director of the Dana Foundation for Education, University of Texas at Austin, described the work of the Foundation as seeking to understand and have an impact on issues of significant educational interest. Given his familiarity with a wide range of educational issues and with Reading Recovery, Treisman made the following remarks to Academy attendees.

The overarching theme of Treisman's remarks was communication. Reading Recovery needs to communicate that it is a safety net which can lead to systematic change. It is not an administrative process.

Reading Recovery is confused with a cartoon version of whole language while it is in fact a program that incorporates strengths of many different reading theories. Reading Recovery proponents need to develop communications which describe what Reading Recovery is and how it works with any reading system.

Reading Recovery can benefit from developing natural allies among advocates for child centered approaches which start with the individual child's learning needs.

Reading Recovery needs to build the capacity to deliver Reading Recovery at the national level and to encourage local strategies for funding books, materials, resources, and training.

Victor Young, Senior consultant to the Rockefeller Foundation, and President of The Learning Communities Network, Cleveland, Ohio, identified strategies for Reading Recovery to use in seeking funding from private foundations and corporations. He identified the National Foundations Directory and Web Page as resources that are available to everyone.

Young encouraged Academy attendees to think of Reading Recovery as a solution to a funder's problem. For funders that are interested in supporting education and early childhood intervention strategies, Reading Recovery solves the problem of finding an effective program with a demonstrated record of performance. It also provides the funder with opportunities for partnering with the public school system in the area served by the funder.

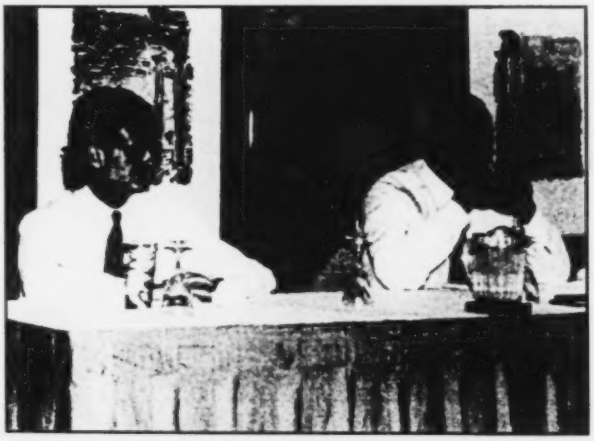
Young described Reading Recovery as a part of the entire educational paradigm for kindergarten through third grade. He challenged participants to be clear about what Reading Recovery is and what it is not. Ultimately funding must come from the tax base, but private funding can assist in some situations. He charged us to look for innovative and improved structures for building the infrastructure for Reading Recovery and early literacy with Reading Recovery as an integral part of the system, not an add-on.

Young also encouraged Academy attendees to build local political constituencies which will support the goals of Reading Recovery and early literacy education in the schools.

Scott Himelstein, President of the William D. Lynch Foundation for Children in San Diego, California, shared four essential strategies for obtaining foundation and corporate funding.

One strategy is to get personal. Get acquainted with the individuals who serve on the board of the corporation or the foundation. Meet the staff members who review proposals and make recommendations to the decision makers. Look for common acquaintances – who do you know who knows someone who knows the person you need to know?

The second strategy is to do your homework. Get a copy of the organization's annual report or the mission statement. Look for consistency between your interests and their interests. Your proposal for funding Reading Recovery is not likely to be well received by an organization whose primary interest is the environment. Similarly, learn what size awards typically are granted to school systems. An application for millions of dollars may be totally inappropriate.



Scott Himelstien (left) and Victor Young answer questions during their session on foundation and corporate funding.

The third strategy is to recognize the contribution. Funders have a variety of needs for recognition, whether it is to continue to build the foundation's assets or to contribute to

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the corporate "good citizen" image. Providing recognition in a modest manner can go a long way in encouraging continuing support.

The fourth strategy is to provide feedback. Let the funder know how many children have been served as a result of the financial support provided. Invite the funder's representative to see a lesson and to learn directly about the progress being made in Reading Recovery. Encourage parents to communicate with the funder to express their appreciation. Send your annual report or other statistical updates to keep the funder informed about the program.

The foundation panelists were joined for ***Session #8*** by ***Jill Houska***, Program Officer of the San Diego Community Foundation, for small group discussions of these ideas.

Session #1: *Planning for the Effective Implementation of Reading Recovery and Descubriendo La Lectura*

Gay Su Pinnell, Trainer, The Ohio State University, Columbus, Ohio, chaired this session. Panelists participating in the exploration of implementation issues were ***Jerry Weast***, Superintendent, Guilford County Schools, Greensboro, North Carolina; ***Barbara Coulter***, Director of Communication Arts (Retired), Detroit Public Schools, Detroit, Michigan; and ***Trika Smith-Burke***, Trainer, New York University, New York City, New York.

This session presented an introduction to planning for implementation and elaborated factors to consider at various levels of planning. Key points of discussion were as follows:

1. **Rationale for planning:** Good planning can make a difference in whether an innovation such as Reading Recovery is implemented with quality and whether it has staying power. It is not possible to plan for every eventuality, but generally, the better the plan, the greater the likelihood of success. Good planning will:
   - Provide for broad-based ownership and support.
   - Clarify the purposes of Reading Recovery and its place within more comprehensive school reform efforts.
   - Help innovators achieve a common vision of what the program is, what it will do, and what it will look like in the future.
   - Provide for the long-range calculation of need for service and teacher training.
   - Lay the foundation for a long-range informative research and evaluation plan.
   - Set up systems that will promote continued support for the program.
   - Set up problem solving systems that will adjust the plan as needed to meet new needs or solve new problems in implementation.

Replanning may be needed when:

- There are inadequacies in the original plan because innovators did not have enough information.
- There are changes of personnel.
- There is acquisition of new information that brings new understandings.
- There is a change of circumstances such as the funding base or district organization.

2. **Levels of planning in Reading Recovery include:** State or region; district (teacher training site); district (consortium member); district (contracted services for training); and school.
3. **Important understandings to establish:** Reading Recovery and Descubriendo La Lectura (Reading Recovery in Spanish) are registered trade marks owned by The Ohio State University. The trademark indicates that the program is clearly defined and unique. When the name is used, educators, parents, and community members can expect that the quality indicators of a Reading Recovery program are in place. Those indicators are described in the training materials and in the Guidelines and Standards published by the Reading Recovery Council of North America. The trademark protects the investment that school districts, universities, and teachers have made in the program. The trademark represents the non-profit status of Reading Recovery. Use of the trademark is granted royalty-free to those educational systems which abide by the Guidelines and Standards of Reading Recovery.
4. **Planning at a state or regional level**: State and regional planning may be necessary and desirable in a variety of circumstances: state funding is acquired and state involvement is necessary for planning the distribution of the funds; several districts have implemented the program and coordination is needed; state agency provides leadership for establishing consortia to deliver Reading Recovery; several districts want to collaborate with a university to establish a university training site; moving a vintage implementation forward may require state level planning.
5. **Planning for a district with a teacher training site**: involves three phases: preparation and the initial plan; continued planning during the teacher leader training

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year; and continued planning during the start-up year.

Ten steps support the initial planning phase at a teacher training site:

i. Conducting fact finding about early literacy interventions.
ii. Forming a district team of stakeholders to guide the implementation of Reading Recovery over several years.
iii. Conducting awareness sessions and communicating about the program.
iv. Analyzing district needs and staff allocation.
v. Analyzing costs and preparing budget projections.
vi. Arranging for training a teacher leader or leaders.
vii. Making decisions about staffing models.
viii. Creating a time line.
ix. Creating an evaluation plan.
x. Compiling all information into a written implementation plan.

Phase two (during the teacher leader training year) incorporates five tasks:

i. Continuing to create awareness and increase understanding.
ii. Preparing the training facilities.
iii. Developing guidelines for recruiting and selecting initial schools and teachers to be involved in the program.
iv. Conducting selection processes for teachers.
v. Continuing development of the district implementation.

Phase three (first year of teacher training) consists of five tasks:

i. Analyzing work space and providing materials.
ii. Providing assessment training.
iii. Selecting children for the program.
iv. Providing initial training and monitoring the program.
v. Developing the school Reading Recovery teams.

Note: In consortium planning, the teacher leader will need to plan services across many districts; cooperative planning and scheduling will be helpful.

6. **Planning at the school level** involves developing a school team and a school plan. In this process the school administrator and teacher leader work together to form the school team and to select the teachers who will participate on the team. The team develops a plan which provides for supporting the program in the school.

7. **Addressing and overcoming barriers to success** is critical to the planning and ongoing implementation process. Successful innovators expect problems to arise. They consider problems to be "friends" that will help improve the work. They are glad that problems come to the surface so that everyone can be aware of them and address them. They use a team approach to finding solutions.

Barbara Coulter cautioned participants to attend to the following factors: In planning, consider the pace and timeline required for successful implementation; consider the emphasis of the program; consider the administrator's expectations for the planning process and for the implementation. Be flexible in your approach. Seek a full time site coordinator to foster the implementation. Insist on daily instruction of students. Share the vision of early literacy throughout the district.

Jerry Weast described the importance of a long-term commitment to the program. In his district those children arriving in first grade in the lower 20th percentile range are identified and placed immediately in the Reading Recovery program in schools where it is available and where there is space. Approximately 70% of these children reached proficiency levels at or above grade level last year. Reading Recovery is entering its fourth year in the Guilford County Schools and has expanded from fifteen elementary schools in 1994-95 to 46 schools in 1997-98. In 1994-95 there were fifteen Reading Recovery teachers. That number has risen to over 120 teachers in 1997-98. Only commitment to long-term implementation could achieve these results.

Massachusetts representatives draft their next action plan.

Session #2: *Data Collection. Reporting. Monitoring. and Follow-up for Reading Recovery and Descubriendo La Lectura*

This session was chaired by ***Carol Lyons***, Trainer, The Ohio State University, Columbus, Ohio. The panel included ***Lee Skandalaris***, Trainer, Oakland University, Oakland, Michigan, and ***Frank Purdy***, Assistant Superintendent, Manteca Unified School District, Manteca, California. ***Noel Jones***, Trainer, University of North Carolina at Wilmington, Wilmington, North Carolina, provided planning assistance.

The overall goal of the Research Strand of the Academy was to help participants learn how to collect, analyze, and report research and evaluation data to strengthen the implementation of the Reading Recovery program. More specifically, the session was designed to help participants: 1) understand what distinguishes Reading Recovery from other programs developed to address literacy needs of the lowest achieving readers and writers; 2) learn how to use statewide assessment data to demonstrate that former Reading Recovery students continue to make accelerative average band progress through fourth grade; and 3) learn how to collect and analyze student evaluation data to monitor the implementation of the Reading Recovery Program at the teacher, school, and district level.

In her opening remarks, Carol Lyons discussed eight characteristics of the Program that set it apart from other early literacy programs for low progress first grade students.

1. The research base for Reading Recovery spans four decades. Marie Clay's original dissertation study conducted in the early 1960's was followed by many exploratory studies to find out what procedures were most effective in enabling the lowest achieving children in first grade to make accelerative gains.
2. The research base for observing change in literacy behaviors spans four decades. The *Observation Survey* (Clay, 1985; 1993) grew out of the initial research conducted by Marie Clay in the early 1960's and is still being used today.
3. Research is ongoing. Researchers in the United States and other countries have conducted qualitative and quantitative studies probing various aspects of the program.
4. The program has changed in response to current research produced by others who have examined how children learn to read and write.
5. The United States has amassed twelve years of replication data on individuals to generalize from the results. Each child is a replication of the original study.
6. Twelve years of data replicating the original design has produced similar outcomes. The same results are achieved again and again with different children, different teachers, different school districts in rural, urban, and suburban areas, in different countries. Repeatedly producing the same effect with different students in different settings increases confidence in the program.
7. Systematic procedures for data collection and reporting are consistent across forty-seven United States.
8. Annual site reports documenting student outcomes are standardized and required for every Reading Recovery site in the United States.

The session, which included the following presentations by Frank Purdy and Lee Skandalaris, encouraged participants to use ideas and information presented to inform others about Reading Recovery. No program currently operating in the United States has a research base that spans four decades and can produce twelve years of data on every child served in the program to document success. When funding gets tight, ancillary programs generally are cut. Reading Recovery professionals and administrators should be encouraged to use data to argue that the program should not be considered by school and district personnel as ancillary, but instead considered a core part of the educational system.

For ***Frank W. Purdy***, from a Superintendent's frame of reference, the implementation of Reading Recovery raised the fol- ***continued on next page***

The Texas Woman's University team (left to right Billie Askew, Betsy Kaye, Yvonne Rodriguez, and Nancy Anderson) consider the expansion of Descubriendo La Lectura in Texas.

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lowing questions:

1. Can the program be replicated (within the district environment) since it requires the training of many teachers from different schools and the teaching of children with varying cultural discrepancies?
2. Can the program maintain its stated effectiveness when the teaching conditions often are not ideal and school administrative and staff support vary?
3. Are there assessment methods available that are not intrusive and that accurately demonstrate pupil performance when used by hundreds of teachers and with thousands of pupils?
4. Can statistical methods of analysis be found that measure variation, total population performance, and individual reading development?

Manteca Unified School District is a California district of approximately 16,000 pupils. This means that a first grade class has approximately 1,300 pupils with 65 teachers supported by 30 Reading Recovery teachers. Two teacher leaders train and support continuing training. The district needs about ten more Reading Recovery teachers for full implementation.

Manteca's data shows that the Reading Recovery Program replicates and achieves an 84% level of success with the bottom 20% of the first grade classes across the district. This matches the Reading Recovery research data. Five years of longitudinal study show that 85 to 100 per cent of discontinued pupils perform at grade level or above. Three years of data show that the training of kindergarten through third grade teachers in the administration of the Running Record (the instructional assessment of the district's Good First Teaching Program) has demonstrated a statistically insignificant level of variation in administration. Moreover, statistical methods that account for normal and special variation demonstrate that classrooms supported by Reading Recovery have significantly fewer reading failures when measured against the district mean.

Manteca's conclusion is that Reading Recovery replicates with a consistent success level (even though schools, teachers, and children vary), reduces reading failure by a statistically significant level, and teaches reading strategies that enable the pupil to maintain an average or above reading performance.

Lee Skandalaris reported the results of a follow-up study of the Reading Recovery program children from seven districts in Oakland County, Michigan. The students receiving sixty or more lessons as first graders in 1993-94 were compared to their peer group on their achievement on the Michigan Education Assessment Program (MEAP) Test administered in September-October 1996 to all Grade Four students in the state of Michigan. The research analysis was conducted by an outside evaluator, Dr. Ernest Bauer, Director of Research and Testing, Oakland Schools, in Waterford, Michigan, with the assistance of Lee Skandalaris, Trainer at Oakland University in Rochester, Michigan. Discussion of results follows.

The MEAP Reading and Mathematics Tests are administered statewide to all Grade Four students in monitored, controlled settings to ensure reliability throughout the state. This test is highly regarded in research literature for providing longer, uncontrived passages in story narrative and expository reading; asking questions tied to inferencing and text-structured taxonomies; and evaluating students' awareness of reading strategies and their attitude toward reading (Valencia and Person, 1987 ; Wixson et. al., 1987). Results are widely reported in the media.

The research process required individual search in an effort to locate all students still residing in the county. The results of the search revealed that 69.2% (164 students) of the 237 discontinued students' scores on the MEAP and 55.6% (20) of the 36 non-discontinued students were located. The Reading Recovery students were compared to the 4150 peers in their districts. On the MEAP a scale score of 300 is considered satisfactory.

There were no significant differences on how the discontinued students (164) performed on the story narrative passage and math test when compared to the peer group (4150). There was a significant difference on the expository passages. The non-discontinued students (20) were significantly different showing poorer performance on all three measures.

Looking beyond the average scale score into intervals of performance on the MEAP Reading Story passage, Expository passage, and Math test, an exciting discovery was made.

The average score suppressed the true picture. For example, on the Story Passage, the discontinued students had a lower percent of students in the lowest range of scale score (209-289) and the highest range (330-350). However, there was a greater percent of students in the average band (290-329) than the comparison group. These results were impressive considering four of the seven districts are the highest scoring districts in the county.

The lowest achieving students in Grade One as a group had shifted from the tail end of achievement toward the middle. Similar results had been noted the previous two years with smaller cohorts of children.

The Second North American Leadership Academy is scheduled for April 7 - 10 , 1999, in San Antonio, Texas.

Session #3: *Issues of Efficiency, Effectiveness, and Cost Benefits in Reading Recovery and Descubriendo La Lectura*

This session was chaired by ***Billie Askew***, Trainer, Texas Woman's University, Denton, Texas. Panelists contributing valuable information about the issues were ***Marjorie Condon***, Fall River, Massachusetts; ***Mary Jackson***, Fort Bend, Texas; and ***Leslie Fausset***, Poway, California.

The following issues were addressed:

1. **The importance of full coverage or full implementation:** Full implementation is defined as having sufficient trained teacher time available to serve all of the children needing the service in the school, the district, or the state. Schools and systems move to full coverage over time. During partial implementation, it is important to be persistent and to focus on successes of individual children. Suggestions for moving to full coverage were shared.
2. **The importance of daily teaching:** There is evidence that "lost lessons" are largely due to teachers who are unavailable to teach because of other duties or scheduling problems within the school. The importance of daily lessons was discussed relative to getting more children through the program in a year and relative to the need for the children to return to their new learning immediately and consistently. Suggestions to increase daily teaching opportunities were discussed. (See *Literacy, Teaching and Learning*, Volume 2, No. 2, for an article about lost lessons.)
3. **The importance of the quality of the teaching:** Children who require special help need highly skilled teachers who are flexible in their work in meeting the needs of very different children. Schools and systems are challenged to participate in Reading Recovery. The importance of Continuing Contact sessions to ensure ongoing development of teachers' skills with children was highlighted. (See the Spring 1996 issue of *Network News* for an article on continuing contact, and the Winter 1996 issue for an article on professional development of teacher leaders.)
4. **Staffing models and renewing teachers:** Possible staffing models for delivery of Reading Recovery services were discussed. It was suggested that it is important to consider the qualities of the individual teachers when deciding on models within schools. Panelists stressed the importance of staffing models that promote the relationship between Reading Recovery and classrooms in order to avoid isolationism. One model that encourages Reading Recovery teachers to return to full time classroom positions after a few years in Reading Recovery was cited as a way to build ownership of the program, to provide more flexibility in staffing and increase potential coverage, and to continue to have training classes, keeping the program dynamic and expanding.
5. **Ways of evaluating your efforts:** Ways for schools and systems to document their successes were shared. The value of brief school reports was discussed. The importance of providing ongoing advocacy for former Reading Recovery children was stressed. Panelists also shared other district literacy efforts that support the success of Reading Recovery and the role of Reading Recovery within a comprehensive plan.
6. **Ways to consider cost-benefits:** Presenters discussed the complexity of cost analysis of Reading Recovery. Cautions about interpreting reports about costs and about conducting cost studies were mentioned. Marjorie Condon presented a cost analysis from her district in Massachusetts. (See the *Network News*, Winter 1996 for this study.)

More specific reports from individual panelists follow:

Mary Jackson, Director of Special Programs, Fort Bend Independent School District, Sugar Land, Texas, reported that Fort Bend ISD is in its fourth year of implementation of Reading Recovery. Although we are not at full implementation districtwide (average daily attendance is 50,000), we are at full implementation in sixteen schools with 43 teachers, two teacher leaders, and one teacher leader in training. Our goal is to institutionalize Reading Recovery within our districtwide literacy efforts, and we are succeeding in this regard through a system of support and teamwork. A key to our program effectiveness is commitment at all levels in the district to program integrity and excellence. Important issues which we attend to are teacher excellence; effective implementation models; and evaluation for program improvement and cost-effectiveness.

Over the past three years in norm referenced national standardized tests, Reading Recovery graduates are reading at 89% success rates across the district at the end of the third grade.

Leslie Fausset

Our team effort involves commitment and support from all levels of the organization in recruiting and retaining teachers and in selecting sites and

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implementing the program. A team (Reading Recovery teacher leaders, site coordinator, Title I supervisor, and Language Arts Coordinator) screens and interviews applicant teachers and applicant sites. A variety of implementation models are in place which fit the needs of individual teachers and applicant sites. Daily teaching is emphasized in a number of ways. This summer was our first in terms of extending the year for students nearing discontinuation. An Academics 2000 grant further supports our program for training all kindergarten through second grade teachers at selected campuses in effective early literacy strategies. Campus-based School Literacy Teams serve to bolster program effectiveness to an even higher degree.

Our evaluation model includes looking at such data as TAAS state assessment scores, ITBS scores, grades, retention rates, reports from school literacy teams, referrals to special education, etc. A key to program support is our dissemination of evaluation results in a number of venues including presentations at our districtwide Reading Recovery Advisory Board meetings and principal meetings. Inviting school board members to behind-the-glass sessions has proven most meaningful. Seeing a student in action is perhaps the best argument for cost-effectiveness. In addition, we point to the many indirect benefits of the program, such as the training which Reading Recovery teachers provide to classroom teachers across the district.

We are focused upon a full implementation model which ensures integrity of the program and one which maintains and enhances a deep commitment by individual team members and the district as a whole to Reading Recovery. Therefore, we have created a system of support which is anchoring Reading Recovery in our overall districtwide literacy plan.

Marjorie Condon, Assistant Superintendent, Fall River Public Schools, Fall River, Massachusetts works in a district which undertook a cost effectiveness analysis in order to respond to questions regarding the costs of Reading Recovery which came from the state legislature and to address internal training issues for new personnel. In our analysis of alternative costs for special education, Title I, and retention compared to the total Reading Recovery costs, the district clearly was advantaged by the availability of Reading Recovery as an intervention which reduced the use of the alternative programs.

Our analysis reflected a number of variables specific to our district. For example, we used our maximum teacher salary because most of our Reading Recovery teachers are veteran staff members; at the same time, our maximum salary is relatively low in comparison to statewide averages. Other variables include the percentage of special needs and Title I students, the average cost of serving these students, and the average length of time they remain in our programs.

Billie Askew, Judith Neal and Marie Clay (left to right) exchange ideas during a break at the Academy.

Although the net savings figure of a two-year Reading Recovery implementation is impressive, the dollar amount does not translate directly into a reduction in our school department spending. Rather, it is an estimate of the resources that will not be needed for teaching basic literacy skills in the long term, thereby allowing for funds to be shifted to meet other important needs.

For example, in our urban district, socioeconomic and behavioral factors are highly correlated with early academic failure. Because literacy failure is the earliest and most troublesome outcome to emerge from these factors, it becomes the focus for identifying and helping these children. Services are concentrated on the symptom – literacy failure – rather than the underlying cause. Children with attention deficit disorder, for example, may receive many years of literacy tutoring that absorbs most of the staff time available to them. When their literacy problems are corrected early by Reading Recovery, however, compensatory staff are free to help such students in other ways such as in acquiring the organizational skills needed to achieve on all subjects.

Classroom teachers, too, are able to improve instruction for all children since they will be spending less time with students who need help in reading and writing as the trajectory of progress from low to average for the lowest 20% of the first grade children changes because of early intervention.

Demonstrating the cost-effectiveness of Reading Recovery in these terms helped us to achieve change in our district's policies and to support passage of favorable state legislation. We encourage other districts to analyze and demonstrate cost effectiveness in their own contexts because it is a critical issue in the expansion of this remarkable early intervention program.

Leslie Fausset, Area Superintendent, Learning Support Services, Poway Unified School District, Poway, California, indicated that the effectiveness of Reading Recovery in our district has been in its role for creating a culture which focuses on its commitment to literacy. Our 31,000 student district

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(kindergarten through twelfth grade) has taken the theoretical underpinnings of Reading Recovery and used them to create a myriad of other programs.

First we put Reading Recovery into place. Then we established a professional development model for literacy and teaching of reading for first grade teachers. Over a five year period, we have expanded this staff development program to first through fifth grades, and we now are modifying it for teachers in the fourth through eighth grades.

The staff development program led to a peer tutoring program in which fourth and fifth grade students serve as tutors to first graders. The educational program for these young tutors extends over a six week period and assists them in understanding the strategies they use to read so that they can understand how to read to first graders and how to listen to first graders read.

Currently we are training parents and senior citizens like the fourth and fifth grade students to facilitate the parents' and senior citizens' work as reading tutors to middle school students. We also have initiated a signed letter of commitment to literacy between the school and parents in which the school guarantees the parents that their child will be reading at level by the end of the third grade.

Tracking of Reading Recovery graduates through the fifth grade shows an 89-90% success rate in sustaining reading achievement. Over the past three years in norm referenced national standardized tests, Reading Recovery graduates are reading at 89% success rates across the district at the end of the third grade.

We have accomplished this due to our culture of commitment to literacy. It takes time – it does not happen overnight. But Reading Recovery was the beginning for us. We learn every year and strive to create a much higher refinement of instruction throughout the district.

Session #4: *Building Ownership for Reading Recovery and Descubriendo La Lectura*

This session was chaired by ***Irene Fountas***, Trainer, Lesley College Center for Reading Recovery, Cambridge, Massachusetts. Panelists included ***Cecelia Osborn***, Curriculum Leader for Literacy, Long Beach Unified School District, Long Beach, California; ***Karen Matheny***, Director of Title I, Framingham Public Schools, Framingham, Massachusetts; a team from Greenfield Public Schools in Greenfield, Massachusetts including ***Michael E. Smith***, Director of Instructional Services, ***Gail Healy***, Principal of Four Corners Elementary School, ***Martha Tenney***, Reading Recovery and Title I teacher, and ***Carol Reddy***, classroom teacher at Four Corners Elementary School; and ***Patricia Kelly***, Trainer, California State University at San Bernardino, San Bernardino, California.

This session focused discussion on Reading Recovery as a part of a comprehensive approach to literacy and on building school teams to support the implementation of Reading Recovery. Several factors which contribute to the development of ownership in Reading Recovery were shared by panel members from three very different districts. Four key factors emerged as significant across the districts:

1. **Shared ownership:** Many different people are engaged in supporting Reading Recovery throughout the district. Reading Recovery teachers have a wide base of support by a team of colleagues within the school and across the district. Reading Recovery children are monitored by many people; thus, the responsibility for the children's success belongs to more than the Reading Recovery teacher, and their success is due to the efforts of many people.

   Another factor that helped spread ownership of the program was developing a comprehensive approach to literacy at the school and/or district levels. A comprehensive literacy program was defined as involving a wide variety of components including a good classroom literacy program and a safety net for children who are low achieving in the classroom's good instructional program.
2. **Understanding the program:** A key factor in developing ownership and success is the extent to which administrators understand the rationales that undergird the program. This requires ongoing learning about Reading Recovery by district and school administrators, including observations of Reading Recovery lessons and being informed and included in decisions about the program within each school. When administrators understand Reading Recovery, they are more likely to value what Reading Recovery teachers and teacher leaders do and to protect teachers' time for Reading Recovery.
3. **Communication:** Central to all of the above is communication about rationales which will lead to good planning and decision making. The more effective Reading Recovery teachers and teacher leaders are communicating the whys of the program and inviting ongoing conversations about Reading Recovery, the more successful will be the implementation of Reading Recovery within a school and across the district.
4. **Documentation:** Careful documentation of success stories of individual children and data collection about the program within a school and across the district

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should be ongoing from the beginning of the implementation and shared with administrators, school board members, teachers, and parents to build both understanding and ownership.

Cecelia Osborn emphasized that many elements must be in place in order to maximize the impact of Reading Recovery. Key elements are as follows: (1) content standards which are compatible with Reading Recovery goals and philosophy; (2) classroom instruction which builds on what children can do, supports the reciprocity of reading and writing, and includes interactive writing and phonemic awareness; (3) staff development to ensure that there are good classroom programs; (4) assessment tools which measure children's reading and writing of text; and (5) inclusion of Reading Recovery trained personnel in key district positions related to literacy. As the district has continued to build ownership for Reading Recovery at all levels, they have made every effort to ensure that nothing they do conflicts with Reading Recovery concepts or philosophy. They have included Reading Recovery as one element of their comprehensive literacy program.

Karen Matheny focused her comments on the importance of having a plan or a vision for literacy for one's district. Reading Recovery is only one part of the entire plan to make sure that all children succeed and become readers and writers. She also emphasized the importance of including all stakeholders in the process at the administrative, teaching, and community levels. Frequent information and decision making meetings are held to foster this strategy. Supporting teachers, teacher leaders, and principals in their implementation efforts also strengthens the program. Finally, using "success stories" for public relations purposes externally and internally and the publication of service data support the continuation and expansion of the program.

The Greenfield Public Schools team provided a living example of the team building process for early literacy. ***Michael Smith*** presented the premise that Reading Recovery cannot succeed unless it is viewed as a systemic change, which implies a sharing of elements of the knowledge base beyond the Reading Recovery teachers themselves. A necessary condition for successful implementation is that principals and administrators must understand the rationales which undergird Reading Recovery. Equally important is that these rationales be shared with classroom teachers and other building professionals.

School based teams play a significant role in this sharing of the Reading Recovery rationale. The teams develop a shared commitment for achievement in reading and writing for every student, but especially for the lowest performing students. ***Gail Healy*** described the evolution of the team in her school. Initially, selected faculty were members, but eventually the team incorporated all faculty. The literacy team meets twice a month and reviews the total literacy program and running records for specific children who need special attention. The team members observe Reading Recovery lessons and training sessions and discuss the rationales behind the educational process. The team has established two "literacy closets" which are available for all teachers to use to improve their literacy programs. The team has developed a comprehensive literacy program for children in kindergarten.

Martha Tenney reported on her school's experience with Reading Recovery in its first year at the school. Reading Recovery really helped the literacy team to focus and to come up with answers to hard questions and to act like a team like never before. Discussion of what is the average first grade reading level was lively and complex. The team limited Title I services to early literacy and did creative problem solving to address the needs of children in higher level grades. Defining and obtaining sufficient staffing for Reading Recovery was essential, and progress is still being made to insure sufficient tutoring time for the number of children who need Reading Recovery. The team explored a staffing model which would benefit the most children in the most effective way consistent with their allocation of Title I resources.

Carol Reddy described the development of the literacy team in her school and its efforts to support Reading Recovery. To develop shared understandings, the team attended literacy network meetings and developed a common language for communicating with each other. Team members observed Reading

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Canadians Irene Huggins, Dianne Stuart, and Paul Addie plan for Reading Recovery in Canada.

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Recovery lessons and training sessions. Discussions following the observations were helpful in improving classroom practices which in turn has provided long-term benefits for students returning to the classroom following the completion of Reading Recovery lessons. The team dialogue includes successes and challenges and setting of short and long term goals. The team has made the progress toward an effective Reading Recovery program and good classroom literacy programs become a reality.

Session #5: *Grant Writing Workshop*

Betsy Case, formerly National Accounts Manager for CTB/McGraw-Hill, Monterey, California, and currently Senior Program Director for Harcourt Brace Educational Measurement, San Antonio, Texas, conducted a workshop session on grant writing for public and private funding. The following points summarize her presentation:

1. **Ideas: the lifeblood of an organization:** Brainstorm with your colleagues to identify and draft program ideas which may become grant proposals.
2. **Identify funding sources for your idea:** Explore public and private funding sources through government and private resources.
3. **Consider the difference between requirements for public and for private funding:** Also consider continuation funding of the idea following initial funding. Most funders will want to know that the idea will continue as a result of their support.
4. **Do a reality check:** Are the idea and program that you have devised feasible? Do you have the staff or volunteer resources to complete the proposal process in a timely and professional manner?
5. **Follow basic steps for writing the proposal:** Use a chart or a check off list to organize your work.
6. **Follow the proposal format required by the funder:** If such a format is not provided, create an outline for yourself to follow so that all points you want to make are included.
7. **Create a check list for all items requested by the funder:** Be sure to include organizational background items as required, for example, articles of incorporation, bylaws, advisory board roster, and similar items.
8. **Final hints:** Proofread. Check math. Complete all blanks on application. Sign and date. Include letters of support and resumes as requested. Check address and timeline for delivering the application. Review sequences in application form or request for proposals. Include all required documentation. Make the submission deadline.

Session #6: *Examining the Legislative Process at Federal, State and Local Levels*

Scott Himelstein, President of The William D. Lynch Foundation for Children in San Diego, California, convened this panel of experts in grassroots advocacy. Panelists included **Steve *Erpenbach***, State Director for United States Senator Tom Daschle, Sioux Falls, South Dakota, and ***Carmen Irene* Mullinex,** District Director for California Assemblyman Jan Goldsmith.

Key points made by the panelists are as follows:

1. **Understand the difference between the federal and state legislative organizations:** Although there are similarities in the process, the scope of responsibility for state and federal legislators differ significantly. In each state there is an upper and a lower house (chamber) of the legislature. Generally, the officials elected to the upper house have substantially more constituents in their districts and there are fewer elected officials. This is similar to the federal system in which there are two Senators per state and many more Representatives (except for very small states).
2. **At both the federal (Congress) and state level (legislature), there are many committees in each chamber.** These committees have responsibility for budget/finance, education, and many other topics. It is important to know which committees consider legislation of interest to you.
3. **Most committees have designated staff responsible for the committee's activities.** These staff may also be assigned to specific legislators. Getting to the staff helps you communicate with your legislator even if he or she is not available to you at a particular time due to other obligations.
4. **The legislative process is similar at the federal and state level.** Legislation (bills) are introduced into either chamber, although finance bills usually originate in the lower chamber. Following the review and amendment procedures in the chamber in which the bill was introduced, the bill goes to the other chamber for consideration. There more amendments may occur and the bill will be returned to the original chamber for reconsideration. A conference committee composed of members of both chambers may be appointed to resolve differences between the two chambers.

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Eventually, the bill must be passed in the same form by both chambers prior to being sent to the chief elected official (Governor or President) for approval. The bill may be signed or vetoed. If vetoed, the legislature may attempt to override the veto and enact the law without the chief elected official's approval.

5. **Frequently, the process just described takes months to happen.** It also happens that the vast majority of bills introduced never become law. So vigilance and persistence are necessary to enact legislation in which you are interested.
6. **Working with legislators at any level (including the local level for school board members, city council members, and others) requires the development of a relationship** with those officials. Key ways to do this include: providing information to the official about your program and interests, providing opportunities for the officials to observe lessons and behind the glass sessions, providing data about the effectiveness of the program, providing publicity to the officials for their interest in the program, and responding to inquiries about the program in a timely and accurate manner – including getting information back to the official if you do not have an answer at the time of the question.
7. **Maintaining contact with elected officials over time** helps to insure that they will call you when questions arise about your program. Keeping staff members informed and appreciated will further your interests as well.

Session #7: *Government Funding Sources*

This session focused on presenting the message of Reading Recovery to various government funding sources. Organizing to make the presentation for direct state funding was one portion of the presentation. Providing a rationale for the funding was the other focus of the presentation. The panelists included: ***David Moriarty***, Director of Language Arts and Reading, Medford Public Schools, Medford, Massachusetts; ***Lance Landauer***, Superintendent, Conewago Valley School District, New Oxford, Pennsylvania; ***Loila Hunking***, Child Care Coordinator, State of South Dakota, School Board Members, Sioux Falls, South Dakota; and ***The Honorable Robert L. McGinnis***, State Representative, Vice Chairperson of Education Committee, State of Arkansas, Marianna, Arkansas.

On organizing to obtain direct state funding, the panelists made the following recommendations:

1. Develop a state task force to guide the process.
2. Garner leadership and support from the university training center in the state.
3. Create a directory of all Reading Recovery personnel in the state.
4. Quote reputable studies in making your case.
5. Develop the state roster into an annotated reference list of who in Reading Recovery has contacts with which state legislator, which news media personalities, and involve each of these contacts in the advocacy process.
6. Get Reading Recovery stories into the newspapers and on television and radio as well as in special interest reports.
7. Get support at the top, especially the chairpersons and members of the education committees in both legislative houses and the leadership in each party in each house.
8. Purchase a legislative directory from the state house book store to gain access to all legislators' phone numbers, fax numbers, addresses, committee assignments, etc.
9. Tell legislators the two things they want to hear: that Reading Recovery saves money in the long run and that Reading Recovery stops children from entering special education programs.
10. Do your research (or help legislators with theirs) to demonstrate the facts of #9 above.
11. Assign members of the state task force to gather letters from literacy experts in colleges in your state and from

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The Lynch Foundation Singers entertain the Academy.

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State Representative Bob McGinnis shares his experience in legislative action.

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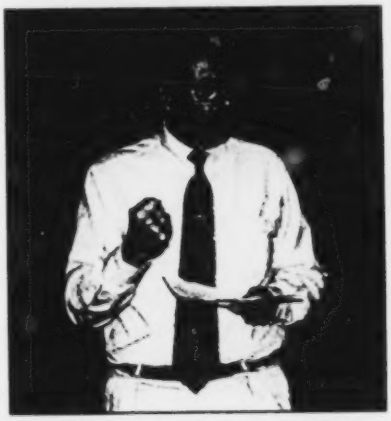
across the nation to submit as a packet to members of the legislature.

12. Collect letters from superintendents in support of Reading Recovery. These have great impact with legislators.
13. Collect letters from Reading Recovery parents and children which also have a significant impact.
14. Use massive phone, fax, and letter writing campaigns at strategic points in the legislative process – within a few days of introduction, at the time of critical votes, etc.
15. Word the legislative language carefully but briefly if possible to keep the process and discussion as uncomplicated as possible.
16. Thank everyone who worked to support the effort. You probably will need to call upon them for support again in the future.

Presenting the rationale for funding included the following points.

Reading Recovery has been characterized as an expensive program. In fact, it is not an expensive program when compared to other alternatives. It is an extremely cost effective solution to problems of literacy at the primary level.

We continue to judge cost effectiveness based on the number of children for whom we provide a program rather than the number of children who are helped by the program which we provide. When one counts the number of first grade children who actually become literate (85-90% of 7 to 11 children) per half day of Reading Recovery teacher time and with the rate of literacy achieved through retention, typical reading remediation, learning disability intervention, etc., there is no doubt that Reading Recovery is most cost effective.



Lance Landauer discusses success rates in Reading Recovery.

Assuming a similar population over a similar period of time, which heart surgeon has the most cost effective service?

Surgeon #1 30 surgeries
15% success rate
4.5 patients lived

Surgeon #2 [illegible] surgeries
90% success rate
[illegible] patients lived

Maybe a better question would be: Which surgeon would you want for your operation? Now substitute reading intervention for heart surgery. Which system would you want to be used with your child?

Reading Recovery is without question a cost effective intervention and when compared with other alternatives it is an inexpensive program.

Special Feature:
Video Presentation by The Honorable William F. Goodling

The responsibilities of governing detained Chairman Goodling, U.S. Representative from Pennsylvania and Chairman, U.S. House Committee on Education and the Work Force, from attending the Academy in person. He took time, however, to videotape an interview with Scott Himelstein to share his views about Reading Recovery and the Congressional legislative process.

Congressman Goodling reflected on his visit to a school in his Congressional district in Hanover, Pennsylvania (Conewago Valley School District) where he observed a Reading Recovery lesson. While there he talked with the Reading Recovery teacher, the student, the parents, local school officials, and representatives from Shippensburg University and the Reading Recovery Council of North America. He encouraged Academy participants to make such opportunities available to all members of Congress and to state and local officials as well.

Goodling described the law making process in Washington as challenging and responsive to citizens' interests. He thanked Scott for his representation of Reading Recovery and for helping educate him about the program. He recommended that all Reading Recovery advocates become involved in the legislative process by educating their representatives about the program. He cautioned everyone to understand that the balancing of the federal budget was the highest priority and that educating our citizens for the future would continue to be a high priority within budget constraints.

Evaluating a first effort such as the Leadership Academy requires attention to the responses of the participants. Most representative of the evaluations came from a West Coast school district team which said: *"We came here as individuals looking for help. We'll be in San Antonio as a team presenting our success as a result of this experience!"*

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What the Participants Said ...

The evaluations asked for participants' assessment of the overall quality of the Academy and the organization of the Academy on a five point scale with 5 being the most favorable. Only a few participants ranked the Academy as a 3, a few more ranked it as a 4, and the vast majority ranked it as a 5. A wealth of evaluative information and recommendations for future endeavors of this type was contained in narrative responses to questions about the most helpful aspects of the Academy, topics for future Academies, and suggestions for keynote and general sessions. In addition, participants provided narrative feedback on each of the eight sessions offered as breakout sessions.

Items which were most valued by participants were Marie Clay's participation and the involvement of teams of personnel from implementation sites. Ideas for future consideration included opportunities for teams to work together in a more structured manner to develop their site plans. Also included were suggestions for stratifying the presentations for new sites, relatively new sites, and vintage sites. Involving the "movers and shakers" and local decision makers in working with teachers, teacher leaders, and site coordinators also was valued.

A complete report of the evaluations will be prepared for the planning committee's review and for incorporation into the planning for the Second Leadership Academy.

Scott Himelstein, Joetta Beaver, Bill Lynch, and Jean Bussell celebrate the Academy's success.

READING RECOVERY COUNCIL OF NORTH AMERICA

VISION: The vision of RRCNA is that children will be proficient readers and writers by the end of first grade.

MISSION: The mission of RRCNA is to ensure access to Reading Recovery for every child who needs its support.

PURPOSE: The purpose of RRCNA is to sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Council.

Annual Fund Established

The Council is pleased to announce the creation of its "Annual Fund for Reading Recovery." The purpose of the Fund is to provide support for the Council's ongoing projects and for new projects. The Fund's success will assist the Council in keeping membership dues at the current level for the foreseeable future.

In announcing the creation of the Fund, former Development Committee Chairperson David Moriarty states that "the Annual Fund provides an opportunity for Council members and friends to support the Council's vision, mission, and purpose above and beyond their annual dues payment. The Annual Fund will serve as the base for the Council's total development program which eventually will include corporate and foundation grants, planned giving opportunities, and a variety of other options."

Since the Council has received charitable status under the Internal Revenue Code of the United States Government, contributions to the Reading Recovery Council of North America Annual Fund are deductible as charitable contributions for income tax purposes. Contact your accountant with any questions you may have about the deductibility of contributions for your own tax returns.

The envelope included in this issue of Council Connections is for your convenience in making a contribution. Thank you for your support.

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school board members, university faculty members and administrators, state education staff and board members, as well as Reading Recovery teachers, teacher leaders, site coordinators, and trainers. They represented sites in various stages and levels of implementation. Some were in the initial planning stages. Others had implemented Reading Recovery in varying degrees from two to twelve years. Regardless of the stage or level of implementation, the experience proved to be very exciting, rewarding, and thought-provoking. All who attended left with new insights, renewed commitments, and tentative plans of action for their school, site, district, state, or province.

This issue of the *Council Connections* is published as a special report from the Academy. Dr. Marie Clay was the keynote speaker. Billie Askew, Irene Fountas, Carol Lyons, Gay Su Pinnell, Trika Smith-Burke, Patricia Kelly, and Noel Jones developed the sessions for the Implementation and Research strand. Scott Himelstein developed or arranged for the sessions in the Funding and Advocacy strand. The success of the Academy was the direct result of the hard work and talents of these people as well as Council staff members Jean Bussell, Julie Reeves, and Holly Bartholomew. Each session was well done and well received. Everyone was most appreciative of each of the presenter's time, expertise, skill, and high level of commitment to strengthening the implementation of Reading Recovery.

The Council wishes to thank Marie Clay for her leadership in the Academy. The Council also thanks the Planning Committee without whom the Academy would still be an idea without implementation. Thanks to all of the presenters for their contributions to the discussion, and to the sponsors and exhibitors for their financial support and presence.

If you were unable to attend this past summer, don't despair. The Council will conduct the Second North American Leadership Academy in San Antonio, Texas in April of 1999. If at all possible, plan to attend and bring a team from your school, district, site, state, or province. You won't be disappointed.

I would like to welcome all of our new members who are receiving their first copy of the Council Connections. Over one thousand people have joined the Reading Recovery Council of North America over the last two months. The Council presently has over seven thousand members who are committed to the goals of early literacy for every child and access to Reading Recovery for every child who needs its support. As new and renewing members, please plan to attend the RRCNA membership gathering while attending a Reading Recovery conference. Representatives from the Board of Directors and various committee chairs will share brief updates and listen to your successes, challenges, and recommendations.

The Board of Directors and I appreciate all you do on an on-going basis as teachers, teacher leaders, trainers, site coordinators, and partners to make a difference in the lives of children. Hope to see you at the 1998 Reading Recovery Conference and National Institute in Columbus, Ohio. Thank you for your continued support!

Executive Director's Message

Jean F. Bussell

Autumn at the Reading Recovery Council of North America has been filled with as much activity as the beginning of the school calendar in every community throughout North America. A very short pause in activity after the North American Leadership Academy in early August has been followed by a sustained flurry of activity.

Topping the list has been the receipt of over 1000 new membership applications in less than eight weeks! We are delighted to have this kind of interest as a part of the fall promotional effort. To us it means that the purpose of the Council and the work of the Board, the Committees, and the staff are recognized as critical to the success of every individual associated with Reading Recovery. Many Reading Recovery teachers in training and teacher leaders in training are joining the Council. Many teachers and teacher leaders who have been thinking about joining are joining this year. And many site coordinators, classroom teachers, and principals are joining us in support of the success that Reading Recovery has in teaching children to read and write. We thank you for your support and urge you to inform your friends and colleagues about the Council and the value of membership in the Council.

I am pleased to report that our staff is expanding to three full time positions this fall. We have hired an assistant (Paula Davhoff) to work with Julie Reeves and me to insure the timely delivery of membership benefits to new and renewing members and to assist in responding to the hundreds of membership inquiries we receive each month. In addition, Paula will help us identify new products and services which the Council can offer to our members. You will be hearing her voice on the phone soon. Please join Julie and me in welcoming her.

I think you might be interested in knowing what some of my priorities are for the next year. These priorities have been established in conjunction with the officers of the Council and the guidelines of the Strategic Plan. Over the next several issues of *Council Connections* you will see evidence of our activities in fulfillment of these priorities.

- Complete conversion to the new membership and accounting software system.

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- Complete the first financial audit and federal and state reporting processes.
- Implement key provisions of the Strategic Plan, including but not limited to:
- Timely and appropriate membership services and new member recruitment.
- Establish an annual fundraising campaign targeted to members.
- Establish a corporate and foundations fundraising/development program.
- Establish a national public relations program for Reading Recovery.
- Develop the government relations program beyond its current capacity.
- Establish and maintain a web site.
- Establish a Reading Recovery Professional Registry or credentialling program.

For those of you who teach children every day, these priorities may seem a little foreign - just as teaching does to me! All of these activities are designed to enhance your daily work by facilitating access to funding, by communicating our message to broader publics, by keeping your dues low through acquisition of alternative funding sources for the Council, and by insuring that you receive the services you want as members.

It will be an exciting year for all of us! While you are focusing on teaching every child you serve to read and write, the Council will be focusing on helping you do that very thing. As always, we welcome your suggestions as to how we can better serve your needs. Thank you for your continuing support.

Announcements for your attention

Matching Gift Received

The Council's new endowment fund will grow by $2000 as a result of a gift from a donor from Texas. The gift of $500 will be matched on a three-to-one basis by EXXON Corporation's Education Foundation through EXXON's Educational Matching Gift Program. The gift is designated for the Endowment Fund to support the long term growth of the Council and of Reading Recovery in North America. The Council thanks this donor for her leadership in building for the future of Reading Recovery.

Special Announcement: Membership Renewal

The following information is provided in response to many inquiries which we have regarding the Council's membership renewal process.

Each mailing which you receive from the Council has your Council membership number and membership expiration date on the address label. Membership expiration dates vary by individual so that whatever time of year you join the Council, your membership renewal always is due twelve months later. Many members mark this time by the Reading Recovery Conference which they attend where they joined the Council and routinely renew their membership. Others mark it by the beginning or end of the school or calendar year.

Approximately one month before your membership is due to expire, the Council will send you a membership renewal notice. Unless there are extenuating circumstances, your membership renewal date stays the same. If you send your dues early, you receive credit for the full twelve months following your membership renewal date. If you send your dues after your expiration date, your membership renewal date still goes forward from your expiration date. Until you are delinquent in sending your dues by more than three months following your expiration date, your membership benefits continue. After that, you receive a final notice and are subject to loss of membership benefits.

If you have any questions about your membership, please contact the Council at 614/292-7111 or by mail at Suite 100, 1929 Kenny Road, Columbus OH 43210-1069. Thank you.

Best of the Running Record

The *Best of the Running Record* publication is out of print. Many individuals are using old membership applications and order forms which still include this publication as a purchase choice. However, do not order it at this time!

The Council's Training Advisory Committee and Publications Committee are revising the publication, removing outdated articles and incorporating articles from more recent issues of *The Running Record* Newsletter. Watch for an announcement about the availability of the revised publication in future issues of the Council's newsletters.

Thank you for your cooperation in this matter.

Membership Meeting Reminder

Attend the Annual RRCNA Membership Meeting on Tuesday morning, February 3, 1998, at 7:15 AM (Continental Breakfast) at the Greater Columbus Convention Center in Columbus, Ohio. The meeting is being held in conjunction with the Reading Recovery Conference and National Institute. President Joetta Beaver and Council Standing Committee Chairpersons and staff will brief the members on various Council programs. Members will have an opportunity to participate in discussions and raise issues for consideration by the Board.

Attend the 13th Annual Ohio Reading Recovery Conference and National Institute including Preconference Institutes from January 31 through February 3, 1998, at the Greater Columbus Convention Center in Columbus, Ohio. Keynote speakers are:

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Gay Su Pinnell, Dorothy Strickland, David Rose, and Margaret Mooney. In addition, featured speakers include: Reading Recovery Trainers Jane Ashdown, Diane DeFord, Mary Anne Doyle, Rose Mary Estice, Irene Fountas, Mary Fried, Clifford Johnson, and Carol Lyons, and Teacher Leaders Joetta Beaver, Janet Richardson, and Sue Van Hueck. In addition, over 150 individual sessions, including study sessions, will be offered. Contact First Class Conferences at (614)846-7932 for registration information.

Council Program Standing Committee Members are invited to attend the first annual meeting of all Program Standing Committees. The meetings will be held following the Conference from 3:00 PM till 10:00 PM on Tuesday, February 3, 1997, at the Hyatt Regency in Columbus, Ohio. Contact your Standing Committee Chairperson for details.

Council Sponsors Grassroots Advocacy and Fundraising Symposium

The Council is sponsoring a two-day grassroots advocacy and fundraising symposium on March 19 and 20, 1998, in Charleston, South Carolina. The Symposium is being held in conjunction with the Reading Recovery Training Centers at Clemson University and the Watson School of Education at the University of North Carolina at Wilmington.

The Symposium will feature **Scott Himelstein**, President of The William D. Lynch Foundation for Children and Principal in Himelstein and Associates, and **Betsy Case**, Senior Program Director for Harcourt Brace Educational Measurement Company. Both Himelstein and Case were featured speakers at the North American Leadership Academy in San Diego last summer.

Himelstein will provide a full day workshop with half the day focusing on grassroots advocacy for Reading Recovery and half the day focusing on corporate and foundation fundraising strategies. Case will provide a full day seminar on grant writing focusing on public and private funding sources. Each day will be repeated so that anyone attending the Symposium will be able to participate fully in both topics.

The Symposium will be held at the Charleston Hilton Hotel in Charleston, South Carolina. Registration will be $150 for Council members and $175 for non-members. This includes continental breakfasts and lunches as well as copies of Case's grant writing handbook "From Idea to Funded Project: Grant Writing Fundamentals" and of the Council's Grassroots Advocacy Handbook (in publication process).

For registration information, contact the Council at 614/292-7111.

Supporting Members

The following list includes those members who have supported the Council with $100 dues payments between January 1 and October 21, 1997. Supporting members receive goldtone membership pins and are recognized for their special financial support above the basic annual dues payment. If your name is incorrectly listed or if it is omitted and you believe it should be included, please contact Julie Reeves, Program Coordinator for the RRCNA, at 614/292-1792. Thank you to all of the supporting members.

Hattie (Pat) Adams
Billie Askew
Tammy Badger
Jon Balke
Polly Bartlett
Joetta Beaver
Karen Belew
Eloise Blanton
Noel Bowling
Vicki Brooks
Hawley Brown
Jim Burns
Barbara Butler
Kathryn Button
Mary Clark
JoAnn Clay
Anne Cooper
Monette Davis
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Cheryl Donica
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Raquel Torres
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Mary Vliek
Sandra Ward
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Linda Wiezorek
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Classroom Connections

Beginning Readers and Chapter Books: A Rite of Passage

Melissa Wilson

[Melissa is an Early Literacy Learning Initiative Coordinator in Columbus Public Schools, OH.]

This column is designed to serve Reading Recovery partners: the classroom teachers who work together with Reading Recovery teachers to teach children to read and write.

"I want to learn to read chapter books," Pheonia wrote when I asked her to tell me what she wanted to do in second grade. Her response underlines the importance that reading chapter books has for our beginning readers. That this is a rite of passage was not evident to me until one day when I was working with a group of struggling third graders.

They had been reading single story little books in their guided reading group. One day I brought in *Mr. Putter and Tabby Pour the Tea* by Cynthia Rylant (an easy chapter book) for them to attempt. Before I could even begin the lesson, all five children expressed surprise and enthusiasm about reading a "real" chapter book. As we looked through the book, they sat up straighter, listened more carefully to the new book introduction, and read the first chapter more independently than ever before. When they finished, they announced that they would go back to their seats, finish the book, and write responses in their Reading Logs. Although that had not been my plan, who was I to argue? I meekly agreed.

With this chapter book, these five struggling readers suddenly saw themselves as enfranchised members of the literacy community. They had been initiated and survived the rite of passage. They knew what their new role was and took their responsibilities seriously.

For many years we have relied on old favorites like the Frog and Toad series by Arnold Lobel and the Little Bear series by Else Holmelund Minarik. Nate the Great books by Sharmat and Weinman offered early forays into the genre of mystery. Now, with many new, simply written chapter books, most children can begin to read this format by the end of first grade or early in second grade. Cynthia Rylant has given us Henry and Mudge books about the everyday adventures of Henry and his big dog Mudge. Mr. Putter and Tabby stories feature the relationships between an elderly man, his cat and their neighbors, Mrs. Teaberry and her dog Zeke. More recent are the books about Poppleton the pig and his friends. The Lionel series by Stephen Krensky focus on the everyday life of Lionel and his family and friends. The Aunt Eater series by Doug Cushman is about the mysteries encountered by an Agatha Christie like anteater.

The I Can Read Book series (Harper Trophy) includes historical fiction like *The Golly Sisters Go West* by Betsy Byars and *George the Drummer Boy* by Nathaniel Benchley as well as biographies such as *Buffalo Bill and the Pony Express* by Eleanor Coerr. The Hello Reader series (Scholastic) also includes biographies (*A Girl Named Helen Keller* and *A Boy Named Boomer*) as well as informational books about tornadoes and hurricanes. Poetry selections like *It's Thanksgiving* by Jack Prelutsky are also available for beginning chapter book readers.

While the availability of books is not a challenge, plenty of other challenges face beginning chapter book readers. One of the first is understanding the chapter format. As with many elements of literacy, this can be addressed during a read aloud. As some students become ready to read chapter books, teachers can read chapter books aloud to the whole class. You can discuss the concept of chapters, how the contents pages work and how the story is told across all the chapters. (I avoid using the Little Bear and Frog and Toad books for these introductions as they are collections of individual stories about the same characters, not individual chapters telling one "whole" story.) If the chapters are titled, you can discuss how they help us predict what is going to happen next. During other read aloud sessions with the whole class, you explore chapter layouts, the numbering system on the contents page, and how chapter books encompass a variety of genres.

Of course, when you introduce a chapter book to your guided reading group for the first time, you will have to go over many of these concepts again. Even after discussions of how contents pages work, I have had confused students try to convince me that the number next to the chapter title tells us how many pages are in that chapter or that the whole chapter is on that one page. It is now possible, since each child has a copy of the book in hand, for students to see that the chapter neither has 13 pages nor falls completely on page 13.

If you use a book with titled chapters, instead of numbered ones, students can begin to analyze how the chapter titles abbreviate the main ideas. They can compare the chapter titles to book titles and the main idea statement in informational paragraphs. Finally, during each new chapter introduction, it is essential that students revisit what they have already read, not just the main idea of the whole book. Beginning readers must explicitly understand that each chapter must be seen in the context of the other chapters in the book, and sometimes other books in a series.

After young readers understand how the chapter format works, they often encounter another challenge when reading the text. Chapter books use more descriptive language than texts with which the students have had previous experience. This language challenges young readers in a variety of ways. Sometimes they do not know what words mean. Sometimes they do not know how to pronounce the word. Sometimes they cannot decode a word. In the new book introduction the teacher can help.

New con-

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ceptual vocabulary should be discussed before children attempt reading. For example, ways to celebrate New Year's and making New Year's resolutions should be explored and understood by young readers before they attempt "The New Year" in *Lionel in Winter*.

Sometimes the teacher needs to explain how students should attempt new words. In *Mr. Putter and Tabby Bake the Cake*, for instance, the first chapters are full of compound words (snowmen, snowdrifts, wintertime, postman, fruitcake, popovers, flowerpot, cookbook, seaweed, Teaberry). In this instance, the teacher needs to show children how compound words work.

Other difficult words may need to be problem solved by using analogy, looking for chunks left to right across the word or reading ahead and then rereading. For example, several students had difficulty with the word "frowned" in *Lionel in Winter*. The text reads:

"It will be cold tonight," said Father.
"I can feel it in my bones."
Lionel frowned.
His bones didn't feel anything.

The picture provides no support. Reading ahead does not help. Rereading with frowned the second word in a two-word sentence will not be productive. Students need to look at this word for what they know that can help. With the "fm" chunk in the word "from" help them? Will the "own" chunk remind them of "down"? Or do they see how much like "brown" this word is? This strategy of **taking words apart**, while it should be used sparingly, must be demonstrated and used in chapter books because of the descriptive language such books use.

Another strategy that students may use is the Post-it note record of unknown words. When children encounter a word they cannot pronounce or read, or if they find a word for which they do not know the meaning, they can write it on a post-it note in their book. The teacher can then help students problem-solve these words at the beginning of the next guided reading session. One student's Post-it note from *Mr. Putter and Tabby Bake the Cake* included the words "strange, coconuts," and "shakers". The word "strange" presented difficulties because of the soft "g" sound. "Coconuts" was a pronunciation issue (the concept had been covered in the new book introduction). "Shakers" presented a conceptual problem. The child pronounced the word accurately but did not reread the text "She liked salt shakers" to make sense of the word's meaning. Using this device, students can clarify meanings, explain their attempts to problem-solve and see demonstrations of strategies they can use on future unknown words.

A final challenge for beginning readers of chapter books "genre" is that not only do readers have to sort out the format of a chapter book and read more complex language, they are often reading an entirely unfamiliar type of story. Initially, it is probably easiest to start with narrative texts like the Henry and Mudge series or the Lionel series. These are simple stories told about daily life. The characters are life-like and the action is predictable.

Eventually, however, beginning chapter book readers should try informational books, historical fiction, biography and mysteries. Relatively unfamiliar to young readers, these books will produce new challenges as readers grapple with the new types of story. Again, reading aloud can help but perhaps with a twist.

For example, I did a read aloud session with each guided reading group rather than with the whole class using *Who Killed Cock Robin?* by Kevin O'Malley. The text is simply the nursery rhyme of that title. However, an entirely different mystery about cock robin's faked death unfolds through the pictures. In the smaller group setting students became detectives, searching the pictures for clues to help them define the real crime and then solve it. This powerful picture book experience helped prepare them to be readers of mysteries. They understood the concept of a mystery story. They learned terms like "detective," "clues," and "solution." Moreover, they became more active participants in solving the mystery because they understood what the game was all about and some of the ground rules. Without such an understanding of a new genre, a chapter book that appears to be at an appropriate level will be too difficult to read.

Pheonia, a struggling reader and writer, defines her success as a second grader when she writes: "I want to learn to read chapter books." She recognizes the rite of passage. She wants to go for it. My job as her teacher is simple enough. I must move her through increasingly difficult text until she is able to tackle reading some simple chapter books. I need to familiarize her with the format of chapter books. When she is ready, I must carefully plan her reading of simple chapter books to support her reading level and her conceptual understandings. Pheonia has set before me the challenge of thoughtful, observant, and explicit teaching leading to her rite of passage: to read a chapter book.

Third International
Reading Recovery Conference
July 5, 6, 7, 1998 Teachers/Teacher Leaders/Trainers
July 8, 1998 -- Free Day
July 9, 10, 1998 -- Trainers
Cairns, Australia

Save These Dates Plan Ahead

Exact location, theme, tours and registration information will be mailed soon.

Deadline
for next
***Council Connections* article**
submissions is February 15, 1998!
Submit to editor as listed on front page.
Deadline

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Reading Recovery Council of North America Publications and Products

February 1, 1997

Guidelines and Standards (GS1): This booklet presents the national standards and guidelines for Reading Recovery training and site implementation adopted by the Reading Recovery Council of North America. Prepared by a representative committee of Reading Recovery educators and administrators, the Guidelines and Standards outline the following: selection and training of Reading Recovery teachers, teacher leaders, and trainers of teacher leaders; guidelines for trained Reading Recovery educators; and requirements for Reading Recovery sites. (Members $5.00; Non-Members $8.00)

Best of The Running Record (RR1): A spiral bound compilation of articles from the Running Record Newsletter for Reading Recovery teachers. Articles selected for their applicability for Reading Recovery teachers. Selected articles from 1989 to 1994 newsletters. (Members $6.00; Non-Members $8.00)

Executive Summary 1984-1996 (ES96): Annual report of Reading Recovery of North America. Organized to answer questions such as "What is Reading Recovery?", "Does Reading Recovery Work?", and "How Is Reading Recovery Implemented?" Special sections on the Reading Recovery Council of North America, the Canadian Institute of Reading Recovery, and Descubriendo La Lectura. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies) (Back order for 1997 Summary.)

Research in Reading Recovery: A new publication by Heinemann which includes the original Reading Recovery research articles from the first three issues of the RRCNA professional journal *Literacy, Teaching, and Learning*. Available only from Heinemann with royalties benefiting the RRCNA.

Reading Recovery: A Review of Research (ER23): A publication by Gay Su Pinnell which describes and analyzes available research in Reading Recovery. Includes a complete bibliography. (Members $5.00; Non-Members $8.00)

Site Coordinators Handbook (SCH): A "must have" for Reading Recovery site coordinators. Contains descriptions of Reading Recovery, the site coordinators' role, time lines and issues for teacher leader training year, responsibilities and characteristics of teacher training sites, definition and calculation of full implementation, developing consortia, research and evaluation responsibilities, and references and related readings. Over 100 pages in length and presented in a three-ring binder with dividers and room for expansion. (Members $25.00; Non-Members $35.00)

Leadership for Literacy: A Guidebook for School-Based Planning (Revised Edition) (SBP): Specifically designed for schools which are developing new approaches to Title I funding and programming. Highlights ways to provide for Reading Recovery programs under new Title I regulations. (Members $5.00 single copy or $400.00 for 100 copies; Non-Members $9.00 or $800.00 for 100 copies)

International Reading Recovery Directory (DR97): Alphabetical and geographical listings of addresses, phone numbers, fax numbers, and e-mail addresses for Reading Recovery teacher leaders, tutors, site coordinators, and trainers in North America, Australia, Great Britain, and New Zealand. (Members $20.00; Non-Members $30.00)

Descubriendo La Lectura Booklist (DLL): Spiral-bound, sixty-page document with books organized in separate sections by title, by level, and by publisher. Published in collaboration with the Descubriendo La Lectura National Collaborative. (Members $10.00; Non-Members $15.00)

Reading Recovery Book List (BL97): Provides the titles, levels, publishers, and some word counts for books that have been leveled for use in Reading Recovery. Revised in January 1997, the Book List is a printed list including all titles selected for use in Reading Recovery, sorted by title, level, and publisher. New titles are designated by asterisk. Available only to trained Reading Recovery educators as a single copyrighted list or as a master with permission to duplicate. (BL97S: Single copy: Members $20.00; Non-Members $25.00; BL97M: Single copy: Members $100.00 includes permission to duplicate; Non-Members $125.00 includes permission to duplicate)

RRCNA Promotional Items:

Coffee Mugs (MUG): Navy blue ceramic with white RRCNA logo or white with navy logo. (Members $5.00; Non-Members $6.00)
Totebags (TOTE): Red or Green with black RRCNA logo. (Members $12.00; Non-Members $15.00)
Folders (FOLD): Black with white RRCNA logo. (Members $1.00; Non-Members $1.50)

Use the Order Form included in this newsletter to obtain any of these items except as indicated.

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Reading Recovery®Council of North America Publications/Products Order Form

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Preferred Mailing Address: ❑ Home ❑ Work

I am a: ❑ Leader Trainer ❑ RR Teacher ❑ Teacher Leader ❑ Site Coordinator ❑ Partner as a: ❑ Classroom Teacher, ❑ Title I Teacher, ❑ Administrator, ❑ Principal, ❑ Parent, ❑ Volunteer, ❑ other: _____

I am associated with: ❑ Descubriendo La Lectura ❑ Canadian/Western Institutes of Reading Recovery

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I received my Reading Recovery training at _____ during 19 _____

I would like a: ❑ $40 U.S. one-year membership ❑ $100 U.S. one-year supporting membership.

I would like to make an additional tax deductible charitable contribution to support the Council's work for $ _____ .

Total Check, Credit Card, or Purchase Order $ _____

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Expiration Date __ __ mo. __ __ yr.

Signature: _____

Please send completed form with your check, credit card information, or purchase order made out to RRCNA to the following address:

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Office Use Only
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